DOCUMENT RESUME

ED 243 524 JC 840 197

TITLE	The Intersegmental Conference: A Focus on the Community College Transfer Student; Report (Irvine, California, October 27, 1983).
INSTITUTION	California Univ., Irvine.; Los Angeles Community Coll. District, Calif.
PUB DATE	27 Oct 83
NOTE	48p.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141) -- Viewpoints (120)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Articulation (Education); College Instruction; *College Transfer Students; Community Colleges; Counseling Services; Financial Support; *Intercollegiate Cooperation; Postsecondary Education; State Colleges; State Universities; *Statewide Planning; *Transfer Programs
IDENTIFIERS	*California

ABSTRACT

In October 1983, representatives from six University of California (UC) campuses, six California State University (CSU) campuses, and community colleges in the Los Angeles Community College District (LACCD) and Orange County participated in a conference held to explore and develop ways to enhance postsecondary cooperation in order to increase the number of students who transfer from community colleges to four-year institutions. This report presents highlights of that conference. First, an executive summary provides background to the conference and the issues it addressed, and presents recommendations for improving the prospects of successful transfer through counseling/outreach services, faculty involvement, support services and follow-up, administrative coordination, and staff development. The following sections discuss intersegmental coordination, provide information on conference participants and the agenda, offer perspectives on the transfer function, and describe the LACCD's Project ACCESS (Action for Community College Enhancement of Student Success). Then, detailed accounts are provided of group discussions on issues in instruction, outreach/counseling services, special programs, admissions processes, and financial resources. The report concludes with a list of topics for future consideration. Appendices include a summary of the recommendations of the Mexican American Legal Defense Fund for enhancing the successful transfer of Mexican-American community college students; a description of an urban community college transfer program; and a sample cooperative agreement between a CSU campus and an LACCD college. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED243524

Report on the

INTERSEGMENTAL CONFERENCE:

A Focus on the Community College Transfer Student

University of California, Irvine
October 27, 1983

Educational Opportunity Program/
Student Affirmative Action—Outreach
University of California, Irvine

Los Angeles Community College District

JC 840 197

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Koltai

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO — SANTA BARBARA • SANTA CRUZ

OFFICE OF THE ACADEMIC VICE PRESIDENT
STUDENT ACADEMIC SERVICES

BERKELEY, CALIFORNIA 94720

February, 1984

Dear Colleagues:

The importance of intersegmental cooperation in the preparation and recruitment of underrepresented students is finally being recognized. On October 27, 1983, the University of California, Irvine campus and the Los Angeles Community College District sponsored a conference which focussed on intersegmental efforts, and identified the links necessary to increase the minority participation at postsecondary educational institutions.

After years of work, we have achieved significant increases in the number of Chicanos and Blacks attending college. This enrollment is concentrated primarily in community colleges, and efforts must now be focussed on increasing their representation in baccalaureate, graduate and professional degree programs. The bringing together of key individuals from the secondary and postsecondary segments with concerned agencies has served as the initial step to cementing intersegmental commitments.

We should not forget that education provides much more than an opportunity to learn facts. It is also an opportunity to gain respect for the differences among people, and an awareness of their influence on the past and on the present. What better way to achieve this knowledge than by working closely in a diverse student environment.

I commend the efforts of the Irvine campus and the Los Angeles Community College District for the leadership and commitment they have provided.

Sincerely,

Ed Apodaca

Ed Apodaca, Director
Admissions and Outreach
Services

EA/jf

UNIVERSITY OF CALIFORNIA, IRVINE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO — SANTA BARBARA • SANTA CRUZ

THE VICE CHANCELLOR
IRVINE, CALIFORNIA 92717

February, 1984

Dear Colleagues:

As envisioned in the 1960 Master Plan, the California Community Colleges have played an important role in providing a flow of qualified transfer students to the California State University and the University of California. Community colleges also have successfully served in the role of providing California students with an important measure of equal access to postsecondary education.

Recently, there has been a great deal of attention placed upon the changing enrollment patterns and an apparent decline in the number of students transferring from community colleges to the four-year sectors. This Intersegmental Conference report makes it clear that an impressive amount of attention is currently being directed toward many aspects of the transfer function of community colleges. I am convinced that efforts such as this Intersegmental Conference, mutually sponsored by the Los Angeles Community College District and the University of California, Irvine, are important and necessary in stimulating beneficial and collaborative approaches to our mutual concerns.

I am pleased that UC Irvine and the Los Angeles Community College District, through the efforts of the UCI Educational Opportunity Program/Student Affirmative Action--Outreach Office, organized this successful conference and are providing the interested public with this outstanding report.

Sincerely,

William J. Lillyman
The Vice Chancellor

WJL/jf

TABLE OF CONTENTS

I. Executive Summary. 1

II. Recommendations. 2

III. Introduction 4

A. Background on Intersegmental Coordination. 4

B. Conference Participants and Agenda 4

IV. Perspectives on the Transfer Function. 6

V. LACCD's Project ACCESS 7

VI. Group Discussions. 9

A. Faculty Forum: Issues In Instruction 9

B. Outreach/Counseling Services 10

C. Special Programs: EOPS/EOP 11

D. Admissions Processes 13

E. Financial Resources in the Transfer Process. . . . 14

VII. Summatory Remarks. 15

VIII. Future Topics. 17

Attachments:

A. Conference Participants

B. Conference Agenda

C. MALDEF Executive Summary with Suggestions for Remedial Action

D. Notes from the May 26 Meeting at Los Angeles Harbor College

E. Ford Foundation Urban Community College Transfer Opportunities Program

F. Transfer Cooperative Agreement between CSULA and LACC

INTERSEGMENTAL CONFERENCE REPORT:

A Focus on the Community College Transfer Student

Executive Summary

On October 27, 1983, the University of California, Irvine, hosted an intersegmental conference sponsored by UCI and the Los Angeles Community College District (LACCD). The primary purpose of the meeting was to explore and develop ways to enhance cooperation among faculty, staff, and administrators of post-secondary institutions, in order to increase the number of students, particularly from underrepresented groups, who transfer from community colleges to four-year institutions.

Approximately 150 persons were in attendance, representing six UC campuses, six CSU campuses, all nine campuses in the LACCD, as well as representatives from community colleges located in Orange County. The conference included representatives from the high school sector, the American College Testing Program (ACT), the California Postsecondary Education Commission (CPEC), and the Mexican American Legal Defense and Education Fund (MALDEF). Those participating included policy making administrators, faculty, counselors, admissions, financial aid, special programs, and outreach personnel.

Many perspectives regarding efforts to revitalize the transfer function were discussed. Some of the concerns expressed were the need for more coordinated outreach and better linkages between student support services through inter-institutional agreements, the need to develop mutual expectations in instruction and student preparation, as well as the need to develop better systems of information management across the segments. Suggestions for reciprocal intersegmental activities included the early identification of potential transfers within the community colleges and orientation programs for transfer students by the four-year sector; publication and dissemination of information in transfer guides; cross-segmental cross-training of admissions/counseling/financial aid staff as well as faculty on problems regarding the transfer function; faculty interchange (instruction was the largest group in attendance at this conference); and the development of outreach efforts that begin in high schools and continue into the community colleges and beyond.

Among the conference evaluation comments participants underscored the benefit of learning from and with colleagues in exchanges for a clearer focus on transfer issues, encouraged inclusion of the K-12 sector in future meetings, and pointed to the primary need to get beyond discussions about the issues and focus on activities in joint strategies to improve the student transfer rate. A follow-up conference is expected to be scheduled for Spring, 1984.

Recommendations

Action items stressed throughout the conference draw on a collaboration of efforts and resources within each institution and across the segments. Each of the following recommendations reflects the necessary interdependence of specific programs, departments and institutions for successful performance of the general education function of transferring students from the two-year to the four-year sector.

Counseling/Outreach Services:

- orientation for community college transfer students to the four-year campus, as well as orientation of all CC students to transfer opportunities;
- publication of transfer guides by UC and CSU systems, and better dissemination of articulation agreements among counselors;
- establishment of transfer student centers on each campus at both the four-year and two-year level;
- emphasis on academic/career planning in CC counseling to encourage students to go beyond the two-year degree.

Faculty Involvement:

- involvement of faculty across segments and across disciplines in discussions about mutual expectations in instruction and strategies to enhance transfer;
- integration of instruction with student support services to promote student academic preparation;
- early identification, particularly by faculty and staff, of potential transfer students in CC's with an emphasis on raising the aspirations of students.

Support Services/Follow-Up:

- linkage of support services, particularly the EOPS/EOP transition services between the community colleges and the four-year sector;
- follow-up of students between segments in terms of admissions and financial aid applications;
- bridging early outreach efforts in high schools into the CC's;
- following students who are deferred to CC's or who stop out themselves, for further preparation at the CC level.

Administrative Coordination:

- better alignment of scheduled cycles for financial aid, admissions, and other transition services, where possible;
- internal coordination within departments, programs, and institutions to establish a systematic approach to the transfer function;

- improving systems of information management internally and across segments;
- designating at each campus a specific liaison regarding the transfer function for clear lines of communication between institutions.

Staff Development:

- cross-training in aspects of the transfer function for all staffs, including financial aids, admissions, counseling, and faculty;
- staff development across segments for up-to-date information regarding transfer requirements and shared expectations in instruction of college level competencies;
- developing in all personnel a better understanding of the CC student profile to accommodate the needs of an older and/or often minority population, who may experience a sense of alienation in the University setting and often must balance employment and/or family responsibilities.

Introduction

BACKGROUND ON INTERSEGMENTAL COORDINATION

Over the past two years, most sectors of higher education have experienced a shared vulnerability to criticism in a time of increasing accountability for excellence and equity in education. This has resulted in a heightened awareness of the need for increased coordination among the "segments" of California postsecondary education, i.e., the California Community Colleges, the California State University, and the University of California. The tremendous response to the conference invitation is indicative of the high priority presently assigned to the issues involving the transfer function. Perhaps it is a signal as well of the willingness of the educational community to accept mutual responsibility and share the leadership necessary to effectively assist the transfer of students.

This conference, held on October 27, 1983, followed the initiative of two earlier meetings held during that year. In January, the University of California hosted the first intersegmental "dinner conference" in Los Angeles. Top level administrators, faculty, and counselors from the LACCD, CSU, and UC met to share the broad perspectives of each segment regarding the transfer function and to gather support for increased collaborative action. The LACCD followed up on this initial conference by sponsoring a meeting in May, 1983, at Los Angeles Harbor College for a special presentation of the district's program for "Recruitment/Retention/Transfer," now called Project ACCESS. Both meetings pointed to the critical need for a better alignment of efforts between segments, and initiated attention to specific collaborative activities that would enhance student transition. A series of further meetings was anticipated.

CONFERENCE PARTICIPANTS AND AGENDA

Many of the counselors, administrators, and faculty in attendance at L.A. Harbor College were again present at UC Irvine to continue the action dialogue. In addition, more representatives from Special Programs, Financial Aid, Counseling, Outreach, Admissions, and faculty in institutions from all three segments were included, as well as a few individuals from organizations outside higher education institutional settings (Attachment A). Panelists and participants in group discussions brought to the conference a range of perspectives from a cross-section of the educational community.

To encourage the establishment of "action agreements" between institutions,

all conference participants were pre-assigned to attend one of five discussion groups:

1. Special Programs
2. Financial Resources in the Transfer Process
3. Outreach/Counseling Services
4. Faculty Forum: Issues in Instruction
5. Admissions Processes

Assignments were made by program/department affiliation where possible to promote professional linkages.

Manuel Gomez, Director of the Educational Opportunity Program/Student Affirmative Action--Outreach Office (EOP/SAA) at UCI, served as host and moderator for the day's agenda.

A review of the agenda (Attachment B) reveals an ambitious schedule which included moving from opening remarks, perspectives from each segment, and group discussions all before lunch! The afternoon was then reserved for group reports and closing comments from each segment.

The introductory speakers and the panelists presented perspectives on the transfer function and suggested directions for action from two main sectors--the postsecondary and legislative. In the summatory remarks, two representatives from secondary education presented their views which completed the educational picture. Each segment then concluded the day's discussion with a re-affirmation of commitment to establish better channels of communication across segments, and to secure and expand the educational pipeline from elementary through graduate school.

To provide a summary of the perspectives and recommendations for action, generalizations can be made about the approaches to the transfer problem from each segment and the legal overview. Regarding the respective approaches, it must be stressed that the transfer function is considered to be an extremely important issue as well as <u>a shared concern among all segments of education</u>. Dr. Dennis Galligani, the Assistant Vice Chancellor of Academic Affairs at UCI, set the tone in his official welcome. He indicated that it is a rare opportunity when representatives of the entire education community share data and discuss common resolutions with colleagues from the other segments, and he praised the willingness of all present to come together and work out common goals. It appeared to be group consensus that developing a sense of trust and shared responsibility for student success will facilitate both the reassessment of current efforts and the generation of new ideas for activities and ways to proceed.

Perspectives on the Transfer Function

Many of the conference presenters took this opportunity to share their own reassessment of current efforts. Ed Apodaca, Director of Admissions and Outreach Services for the University of California, spoke to a new recognition regarding the continuum of the educational experience. This placed special emphasis on the successful retention of students from high schools to community colleges, and on through to graduate school and into professional careers. Charles Lindahl, Associate Dean of Student Affairs for the CSU Office of the Chancellor, addressed the issue of raising aspirations of community college students who may not initially have the intention to transfer when they first enroll, and advocated the early identification of potential transfer students and the role of faculty as talent scouts. Juan Cruz, Special Programs Administrator in the State Chancellor's Office for the California Community Colleges, stressed screening students in to college rather than screening students out, in a matriculation and retention effort designed to counsel students based on the premise of their right to succeed.

Three representatives presented a legalistic or legislative point of view to encourage necessary policy changes in the educational system. Susan Brown, Staff Attorney on Education Matters for the Mexican American Legal Defense and Education Fund (MALDEF); Bruce Hamlett, representing the California Postsecondary Education Commission (CPEC); and Bill Chavez, Education Consultant for Assemblywoman Teresa Hughes, all advocated intersegmental collaboration and advised against placing blame on any one segment.

Evidence presented demonstrated the concentration of Blacks and Hispanics in community colleges and their underrepresentation in four-year public institutions. Susan Brown placed this problem into the context of the "California Master Plan" for public education. Under this plan, only students in the top one-third of the graduating high school student population are eligible to begin at the UC or CSU level. The balance who pursue a college education must begin at the CC level, but are guaranteed access to the four-year institutions, assuming a certain level of educational attainment. She reported on MALDEF's petition to the governing boards of the three postsecondary segments which pleads the cause for minority transfer students. This effort is expected to encourage dialogue among the three segments and to stimulate the search for solutions.* (See Attachment C for MALDEF proposal for remedial action.)

The CPEC report, "Update of Community College Transfer Student Statistics, Fall, 1982", included with conference materials, also pointed to the decreasing pattern in the number of transfers, especially in community colleges with high minority enrollments. Bruce Hamlett indicated the significance of this problem is that it creates a "dead-end educational experience for minority students," and he strongly recommended that the educational community set specific, definable tasks for projects initiated to work on solutions.

Bill Chavez reported on recent legislation which focuses on improved student preparation in high schools, which would make students' time at the community college level more productive. He also reviewed legislation concerning the community college student drop fee, studies on matriculation, and the possibility of a common numbering system for courses at the CC level.

LACCD's Project ACCESS

Dr. Glenna Scheer, Assistant Director of Student Services for the LACCD, briefed conference participants on the district's transfer efforts in Project ACCESS, and also suggested ideas to be considered during the scheduled group discussions. Project ACCESS (Action for Community College Enhancement of Student Success), currently in operation at five of the nine campuses in the LACCD, provides mandatory student orientation and assessment, course advisement, computer-assisted follow-up, and linkage relationships with senior institutions. One of the primary purposes of the project is to enable community college students to have better access to senior institutions. A key to this link is the student's release statement permitting senior institutions access to personal information about transfer

---

* At this point it was announced that four colleges in the LACCD are first stage grantees in the Ford Foundation's efforts to improve transfer opportunities in urban community colleges. Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College and West Los Angeles College are four out of eight campuses in California which have been awarded $25,000 for development of their transfer opportunity projects and invited to submit full proposals for $250,000 for subsequent years. (See Attachment E for brief descriptions of these projects in Los Angeles and other states.)

intent, GPA, choice of major, and other pertinent data. As a result of Project ACCESS, lists of potential transfer students with mail labels are now available to four-year schools for outreach purposes.

Several recommendations for collaborative approaches to strengthening the transfer function were initially discussed at the intersegmental meeting hosted by Los Angeles Harbor College and sponsored by Project ACCESS in May, 1983. (See Attachment D.) Glenna Scheer presented the following as possible topics for group discussions:

1. Coordinated Outreach Efforts

   Particular emphasis was placed on bridging early outreach efforts in high schools into the community college level.

2. Faculty Involvement

   One suggestion for faculty involvement in strengthening the transfer function is paired mentoring, where community college and four-year sector faculty would speak to student groups about academic/professional opportunities, perhaps during class presentations in identified transfer level courses.

3. Community College Transfer Centers

   Transfer Centers would be specific sites identified where senior institutions can direct information to CC counselors and students for mutual arrangement of tours, workshops, speakers and other transfer enhancement activities.

4. Calendar for Intersegmental Activities

   A calendar was suggested as a means of drawing attention to deadlines and opportunities for dissemination of transfer information to groups of CC students.

5. Housing

   Better communication aimed at assuring that community college students are fully aware of opportunities to live on campus was recommended.

6. Shared Human Resources

   Ideas were presented such as combined visitations by CSU and UC to give CC students a general overview of both systems, admissions requirements, and then specifics about programs at different campuses, with follow-up on students contacted.

7. Computerized Articulation

   UCI and LA Harbor College are presently developing a model that may be suitable for dissemination.

Group Discussions

Because the goal of group discussions was to generate ideas for possible action agreements, detailed accounts of these sessions are presented next in this report. It is hoped this will facilitate the dissemination of ideas to interested professionals across the educational continuum, and help to continue the momentum for action at further conferences.

FACULTY FORUM: ISSUES IN INSTRUCTION

Dr. George Miller, Lecturer in Chemistry at UCI, and Dr. Noel Korn, Vice President of Academic Affairs at East Los Angeles College, co-facilitated this session. Joan Dawson, Chair of the English Council for the LACCD, provided the record for Miller's report to the plenary session.

Three major areas of concern were identified for attention:

1. faculty/institutional morale under the current fiscal crisis;
2. integration of support services with instruction across institutions to assist in student preparation and transfer;
3. expectations in instruction.

To enhance instruction, discussion participants suggested some directions in spite of the need for careful allocation of resources.

1. Optimal class sizes should be established especially in the critical basic courses such as writing;
2. Support should be provided for the continued involvement of instructors in professional activities;
3. Library resources for both faculty and students should be shared between segments, and made more widely available.

Under the heading of "expectations in instruction," the group suggested the need for faculty to work together to create documents regarding expectations for college level work, as has been done for the high school level. Requirements for the vocational and the academic programs at community colleges are not always in conflict. Common curricular and skill requirements should be identified and nurtured.

Instruction should be better integrated with support services across the segments to enhance student development. Identification of expected competencies in beginning college levels would enable more rational planning for the transfer student. Suggested mechanisms for achieving the coordination necessary to reach these goals included revitalization or creation of such bodies as the intersegmental English Council. Some meetings among department chairs across segments in various disciplines have occurred, but such gatherings

should include more faculty and take place in all basic disciplines.

A final point was made that reports indicate an increasing trend in students changing their majors. Many of the disciplines and perhaps some of the articulation agreements tend to over-emphasize the idea of a major. Consequently, students transferring tend to prepare for transfer in a specific major and many encounter difficulty if they later wish to alter their major. Miller suggests we need to maintain the importance of breadth requirements especially at the beginning levels of college. This is a very important part of the counseling process and programs like ACCESS, and needs a great deal of attention from faculty and counselors.

OUTREACH/COUNSELING SERVICES

Dr. Stephen Sachs, Assistant Dean of Counseling and Academic Support Services at Los Angeles Trade Technical College, reported for this discussion group, co-facilitated by Alan Nishio, Assistant Vice President for Student Development Programs at CSULB, and Del Anderson, Dean of Student Services at Los Angeles Harbor College.

Sachs stressed the importance of the counseling function in the dissemination of academic, support services and transfer information to students, and underlined the need at the community college level for collaborative assistance from the four-year sector in his presentation of thirteen areas of concern:

1. Identification of a contact person, office and telephone number at each UC and CSU campus for easier access by CC counselors to specific, accurate, and up-to-date information about programs and student services.
2. Orientation (mandatory) for transfer students to minimize the transfer shock. There was discussion as to whether this orientation might occur at the CC level or on the four-year campus.
3. Transfer student centers to be established at each CC and at each four-year campus as well. These centers should be staffed by both two and four-year representatives, be fully supplied with brochures for accurate information on all postsecondary educational opportunities, and serve student needs for affiliation with a peer support group.
4. Early identification of potential transfer students by the CC's to enable recruitment efforts by four-year schools, such as in the provision of lists by Project ACCESS including names, addresses, and phone numbers of participating students who have transfer intent.

5. Articulation agreements and transfer guides disseminated to counselors at the transfer students center.
6. Continuity into community colleges of early outreach efforts initiated by the four-year sector. By providing the CC with names of students who have been in contact with university outreach personnel but intend to enroll at the CC level, bridging of support services may increase transferability.
7. Transfer brochures for CC students produced by the two systemwide offices to provide general information on transfer requirements and the transfer student experience.
8. Video tapes providing a general introduction to four-year campuses, which could be housed in the learning resource centers or libraries at the two-year schools.
9. Training and staff development programs for CC counselors for four-year staff to provide accurate and timely information in an interactive mode.
10. Establishment of an intersegmental data base to provide valuable information to four-year outreach personnel.
11. Understanding of Kindergarten through graduate school as a continuous system of education in California to enhance communication and follow through on outreach to feeder schools.
12. Development of a counseling intern program for UC or CSU students to work at the CC level and gain an understanding of the CC system.
13. Provision of adequate budget and personnel allocations to counseling and outreach offices.

Note: It was later suggested that high school counselors share these same topics of concern in their need for assistance from community colleges regarding articulation and information for high school students about transfer program options at the community college level.

SPECIAL PROGRAMS: EOPS/EOP

Tomas Vasquez, Core Coordinator for Student Affirmative Action at CSULA, reported for the "Special Programs" discussion which focused on EOPS/EOP linkages. This session was co-facilitated with Rudy Valles, Assistant Dean for EOPS at East Los Angeles College (ELAC), and recorded by David Follosco, EOPS Counselor at Los Angeles Mission College.

A presentation of the CSULA multi-inter-institutional transition agreement

model, which has been operational for six months with ELAC, Los Angeles City College (LACC), and Glendale College, dominated the session. Vasquez was adamant that any agreements reached must be formalized at the inter-institutional level, not between programs alone, to signify the support and commitment of the institution and to assure continuity.

Under present California Education Code Title V and EOP regulations, EOPS students do not have guaranteed admission to EOP. The "Transfer Cooperative Agreement" between CSULA and LACC (Attachment F), which is similiar to that with ELAC, commits CSULA EOP to seek to enroll a higher percentage of EOPS students and provide basic skills testing, tutoring, EOP grants, and personal and academic advisement. Internal coordination at CSULA further allows commitment by Student Affirmative Action and Counseling to do campus tours and the transcript credit summaries that serve as tentative admission for EOPS students.

The agreement commits ELAC EOPS program to do the following "to insure the contact with community college students": provide lists of ELAC students with transfer interect, schedule appointments for these students with CSULA staff for pre-orientation and transcripts analyses, coordinate with its own counseling center to arrange for CSULA faculty presentations to potential applicants; and provide a place for CSULA outreach representatives to work with EOPS students. Other activities include financial aid and admissions application follow-up and academic progress checks to provide counseling if necessary. Participants stated that inter-institutional cooperation has stimulated and reinforced internal campus coordination among components such as EOPS, counseling, and financial aid.

Further recommendations from the Special Programs session were to:

1. schedule orientation for CC students to provide information on the four-year systems and the differences between UC and CSU, and to encourage students to consider their ultimate goals, both in an academic and a career sense;
2. standardize the application forms used by the EOPS programs in the CC's and the EOP programs in the CSU's for greater uniformity in the income verification processes;
3. review legislation concerning EOPS and EOP, particularly regarding the definition of target populations, in order to improve cooperation;
4. insure consistency in the implementation of application fee waiver programs; identify the office at four-year schools authorized to handle fee waivers, and disclose this information to CC students;

5. undertake efforts to insure the even distribution of CSU EOP application forms to CC's;
6. incorporate an academic component into the transfer agreement between EOPS and EOP to anticipate the "transfer shock" of students transferring from a semester to a quarter system. In the CSULA/ELAC agreement, for example, EOPS students in their last semester at ELAC are concurrently enrolled at CSULA in identified courses not in competition with CC offerings.

Group participants commented that extension of this discussion to include ideas and perspectives from more program professionals is desirable.

ADMISSIONS PROCESSES

This session was co-conducted by Jess Craig, Assistant Dean for Admissions at Los Angeles Southwest College, Polly Gartska, Transfer Counselor at LA Southwest, and Juel Lee, Director of Community College Relations at UCI. Carlos Nava, Dean of Administration at Los Angeles Mission College, provided the outline for this report.

Jess Craig called attention to the theme of communication needs that has run throughout the conference:

1. The admissions people found the "Answers for Transfers" brochure produced by UC Systemwide to be very good for the purpose. The group recommends that both segments, UC and CSU, prepare a booklet of this type on an annual basis and distribute copies to all of the CC's. This would go a long way toward providing the information to students and CC staff necessary for closing the communication gap.
2. Impacted programs was another area of concern for better channels of communication. What happens when a student is admitted to the college, but not into an impacted program? Should he or she become an "undecided" student or seek admission elsewhere?
3. CC's are interested in better tracking and follow-up of students who do transfer to either the UC or CSU system. More timely feedback would be appreciated.
4. The general mass confusion inherent in the mis-alignment of deadlines for admissions, financial aid, and EOP services was restated. Requests for transcripts is one specific area where investigation of ways to facilitate coordination would relieve part of the confusion.
5. Discussion on the issue of application fees revealed the notion

that a reduced rate for transfer students might serve as an incentive for these students, who already have made investments into postsecondary education.

6. The question of the development of a general education certification process between CC's and the UC system similar to that established between the CC's and the CSU system was raised.

Craig completed his report with the hope expressed by his group that all of the conference participants continue to meet and try to identify solutions to the problems that have been raised.

FINANCIAL RESOURCES IN THE TRANSFER PROCESS

Dennis Lopez, Coordinator of Immediate Outreach for the EOP/SAA Office at UCI, reported on the recommendations for action from this group. The session was conducted by Otto Reyer, Director of Financial Aid at UCI, Harry Jacobs, Director of Financial Aid at Cal Poly Pomona, and Gaston Green, Assistant Dean for Financial Aid at Los Angeles Valley College.

Basic problems were identified in the uniformity of services both within and among the segments, as well as in coordination of these services and information among the feeder high schools, the community colleges, and the four-year institutions. These problems were acknowledged as potentially debilitating factors that can frustrate students' abilities to make financial plans to support their academic goals. In addition, the problems are compounded for transfer students.

In the face of rising concerns due to staff and budgetary cutbacks, the increasing complexity of financial aid forms and data demands, and continued responsibility for dissemination of a great deal of information to large student body populations, the group compiled the following recommendations:

1. move the deadline for the Student Aid Application for California (and Cal Grant application) from the second week in February to the second week in April in order to reflect the usual timing in which the public files for income tax; otherwise, there is a negative impact on the validity of preliminary offer letters when students must estimate information that may not yet be available to them;
2. provide better financial packaging (fewer loans, more grants) for CC transfer students;
3. upgrade training in financial aid procedures and policies at all institutions; amplify cross-training of professional staff in admissions, recruitment, and college advising;

4. increase efforts to inform students about financial aid; utilize the area telecommunications network and re-institute the "clearing house" mechanism;
5. continue intersegmental efforts to inform students and parents about financial aid options;
6. include discussions in Financial Aid workshops about how students can be more effective in getting through the bureaucratic processes involved;
7. intensify follow-up efforts on the financial aid applications of CC transfer students;
8. provide early notification of financial aid status in preliminary offer letters to students.

Additional concerns voiced pointed to the need to raise the EOPS income eligibility for program services to again embrace the student population characterized by historic underrepresentation. It was reported that the EOPS units are not currently serving Black, Hispanic, Native American and Filipino students in the same percentages as at the inception of these programs. Many of these students fall above the low income level established by the CCC State Chancellor's Office, but still need support. It was also noted that the new minimum academic progress rules for students receiving financial aid will impact on many of the SAA target groups and EOPS students in general, particularly in the first year they transfer when they are adjusting to the university academic environment. A flexible policy is recommended for taking into account the transfer student's unique situation.

Summatory Remarks

Segmental panelists at the close of this conference repeated again the continuing need for attention to our perception of the transfer task as a shared responsibility. Constructive criticism by two high school representatives, Phyllis Hart and Helen Monihan from Banning High School, highlighted the importance of treating K-16 as a cooperative venture. Considering the attrition rate for minority students in particular at the community college level, the need for collaboration to enhance student preparation, retention, and transfer is critical.

Connie Anderson, who works with both UCSB in the Office of Relations with Schools and Santa Barbara City College, noted UC's new emphasis on retention efforts. In light of UC's complex admissions and majors requirements

at each campus, improved communication is especially important in order to inform students about preparation necessary for transfer. Suggested modes for improved communication were publications, videotape, and faculty to faculty meetings on a regional level by discipline.

Additional actions recommended for attention are:

1. to consider recommending legislative action which would extend EOPS services to the many minority students who need support but are currently excluded under the very low income level criteria for participation;
2. to continue the UC Early Outreach model into the community college level as an intersegmental effort; and,
3. to recognize the profile of the community college student population compared to that of 18-22 year old students and create more options for part-time study, evening classes, child care and financial aid.

Del Anderson, Dean of Students at LA Harbor College, also called attention to the differences in student populations between the community colleges and the four-year schools. Community College students range from honors in high school to last chance mature adults and this complicates the counseling function, already staggering in its breadth. Yet counseling in the LACCD community colleges has been cut back almost forty percent, to a ratio of one counselor to 1500 students. Since counseling is critical for dissemination of information to all students and for revitalization of the transfer function, cooperation and trust between counseling components at every level are vital for attainment of these goals.

Eric Gravenberg, Associate Dean of Student Affirmative Action, CSU Office of the Chancellor, underscored in his summatory remarks the contributions of panel members throughout the day and then focused on the theme of intersegmental coordination:

> "Before you can coordinate your activities, you have to cooperate with somebody, and before you can cooperate you have to be able to communicate. Communication to me means the identification of issues, challenges, and the scope of ramifications on the personnel and people we are trying to interact with. And one of the products of this communication is a level of trust... From there we can go on and cooperate, which is developing some goals and objectives, setting an agenda, and talking about strategy. Hopefully through all this will be reciprocity, and we will begin to work together in a much better fashion than we have before..."

Gravenberg suggested as educators we have a dual role as liberators, to decode and demystify this whole process of applying and persisting in higher education.

Future Topics

Conference participants who completed evaluation forms drew attention to several areas of concern to be addressed at future intersegmental conferences. These are categorized loosely into five topics:

1. Action Planning
   a. development of specific strategies for implementation of recommendations generated during this conference, which should include evaluation designs;
   b. faculty to faculty interaction within disciplines and between disciplines, particularly regarding what classroom teachers can do to increase retention and transfer; increasing student writing skills across the curriculum considered a priority;
2. Additional Perspectives
   a. inclusion of K-12 (e.g., the LAUSD College Advisors Council) in future intersegmental meetings; more emphasis on the changing demographics of K-12 and the implications for higher education;
   b. student perspectives, e.g., cultural shock experienced by minority students, student panel of those who have successfully transferred;
3. Institutional Responses
   a. internal campus and segmental communications, administrative support and setting of priorities to provide a base for a systematic approach to revitalization of the transfer function;
   b. structured follow-up mechanisms: computerization of technical operations and student search arrangements, for example;
4. Methods/Models to Consider
   a. identification of effective approaches in review of current models, e.g., Cal-SOAP: what makes an effective transfer center;
   b. more historical updating on what segments are doing to revitalize the transfer function;
   c. concept of clearing-house operations;
   d. transfer centers located at four-year colleges;
5. Information Gathering
   a. specifics on articulation agreements between CC-CSU and CC-UC;

b. review of EOP criteria in CSU and UC programs, and continued evaluation of the admissions process;

c. review of legislation; invite legislators to attend;

d. available resources information for minority graduate students.

Campuses which have indicated an interest in hosting a spring conference include California State University at Dominguez Hills, Los Angeles, and Northridge. The majority of participants have asked for more time for discussion, for workshops not to be scheduled simultaneously, and for an inter-mix of professionals on topical areas where expertise can be shared. An important aspect of the follow-up meeting will be an assessment of the degree to which recommendations made during the UCI conference are being adopted. It was also suggested that invitations be extended to educators who have not attended in the past. This report is intended to serve as an introduction for future intersegmental meetings that focus on specific solutions.

CONFERENCE PARTICIPANTS ROSTER

ATTACHMENT A

OFFICE OF THE CHANCELLOR, CALIFORNIA COMMUNITY COLLEGES (916) 323-6895

JUAN CRUZ SPECIAL PROGRAMS	ADMINISTRATOR

ADMINISTRATIVE OFFICES, LOS ANGELES COMMUNITY COLLEGES (213) 628-7788

GLENNA SCHEER OFFICE OF STUDENT SERVICES, PROJECT ACCESS	ASSISTANT DIRECTOR

EAST LOS ANGELES COLLEGE (213) 265-8650

ERNESTO BALLESTEROS	DEAN OF ADMINISTRATION
EDDIE ESTRADA	COUNSELING CHAIRPERSON
KENNETH HUNT ACADEMIC AFFAIRS	DEAN
ROBERT ISOMOTO	COUNSELOR
NOEL KORN ACADEMIC AFFAIRS	VICE PRESIDENT
RODOLFO VALLES EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES	ASSISTANT DEAN

LOS ANGELES CITY COLLEGE (213) 669-4000

AUGUST BISSIRI	COUNSELING CHAIRPERSON
MILDRED COLLINS	DEAN OF INSTRUCTION
STELLE FEUERS	PRESIDENT
GLENN HISAYASU EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES	COUNSELOR
SONIA SOTO	COUNSELOR

LOS ANGELES HARBOR COLLEGE (213) 518-1000

DEL ANDERSON	DEAN OF STUDENTS
MURIEL BLATT LEARNING ASSISTANCE CENTER	INSTRUCTOR
JOAN DAWSON COMMUNICATIONS DEPARTMENT	CHAIRPERSON
JESSE FLORES	COUNSELING CHAIRPERSON
VINCENT MOTTOLA EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES	ASSISTANT DEAN
LUIS ROSAS	COUNSELOR
PATRICIA WAINWRIGHT INSTRUCTION	ASSISTANT DEAN

LOS ANGELES MISSION COLLEGE (818) 365-8271

CONFERENCE PARTICIPANTS ROSTER

ATTACHMENT A

DAVID FOLLOSCO — COUNSELOR
EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES
HORACIO FONSECA — INSTRUCTOR
FORD FOUNDATION TRANSFER PROJECT COORDINATOR
CARLOS NAVA — DEAN
ADMINISTRATION
GERALD SCHEIB — INSTRUCTOR
IRVING WEINSTEIN — DEAN
ACADEMIC AFFAIRS

LOS ANGELES PIERCE COLLEGE (818) 347-0551

ELOISE CRIPPINS — COUNSELOR
WILLIAM LEWIS — DEAN
STUDENT SERVICES
ELIZABETH RINNANDER — COORDINATOR
EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES

LOS ANGELES SOUTHWEST COLLEGE (213) 777-2225

ARTIE BATES — COUNSELOR
JESS CRAIG — ASSISTANT DEAN
OFFICE OF ADMISSIONS
DONOVAN DAVIS — ASSISTANT DEAN
EVENING PROGRAM/OUTREACH
POLLY GARTSKA — TRANSFER COUNSELOR
OFFICE OF ADMISSIONS
PHYLLIS HOWARD — COUNSELOR
ALFREDO MENDOZA — INSTRUCTOR
BARBARA ROBINSON — COUNSELOR

LOS ANGELES TRADE-TECHNICAL COLLEGE (213) 746-0800

BILLIE AMBERS — COUNSELOR
NED DOFFONEY — ASSISTANT DEAN
FINANCIAL AID
GENEVIEVE MEYER — INSTRUCTOR
ENGLISH
DELORIS POWELL — ASSISTANT DEAN
HANDICAPPED STUDENTS SERVICES
MANUEL RONQUILLO — COUNSELOR
STEVEN SACHS — ASSISTANT DEAN
COUNSELING AND ACADEMIC SUPPORT SERVICES
CHARLESETTA SIMPKINS — ASSISTANT DEAN
EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES

LOS ANGELES VALLEY COLLEGE (818) 781-1200

CONFERENCE PARTICIPANTS ROSTER

ATTACHMENT A

JOHN GIPSON — ASSISTANT DEAN
EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES
GASTON GREEN — ASSISTANT DEAN
FINANCIAL AID
MARYAMBER VILLA — INSTRUCTOR
JOHN WORKMAN — COUNSELOR
EDWIN YOUNG — VICE PRESIDENT
ACADEMIC AFFAIRS

WEST LOS ANGELES COLLEGE (213) 836-7110

ANTHONY GAMBLE — ASSISTANT DEAN
EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES
CAL GARVIN — ASSISTANT DEAN
INSTRUCTION (SUMMER/EVENING)
PAUL ZOLNER — COUNSELOR

CERRITOS COLLEGE (213) 860-2451

ADOLPH JOHNSON, JR. — DEAN
ACADEMIC AFFAIRS

COMPTON COMMUNITY COLLEGE (213) 979-8229

MARIA ELENA JIMENEZ — COUNSELOR
SPECIAL SERVICES

FULLERTON COLLEGE (714) 871-8000

FRANCISCO BARRON — ASSISTANT DIRECTOR
EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES

ORANGE COAST COLLEGE (714) 556-5651

RUTH DILLS — SPECIAL PROGRAMS COORDINATOR
EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES

SADDLEBACK COLLEGE (714) 831-4500

AUDREY YAMAGATA-NOJI — COUNSELOR
EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES

SANTA ANA COLLEGE (714) 667-3000

CONFERENCE PARTICIPANTS ROSTER

ATTACHMENT A

EMILIO DE LA CRUZ — COORDINATOR
EDUCATIONAL OPPORTUNITY PROGRAMS AND SERVICES

OFFICE OF THE CHANCELLOR, THE CALIFORNIA STATE UNIVERSITY (213) 590-5506

ERIC GRAVENBERG — ASSOCIATE DEAN
STUDENT AFFIRMATIVE ACTION
ALICE KING — COORDINATOR
ENTRY LEVEL MATHEMATICS PROGRAM
CHARLES LINDAHL — ASSOCIATE DEAN
STUDENT AFFAIRS

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS (213) 516-3300

CARMEN BUFORD — DIRECTOR
STUDENT PROGRAMS
JOANNE FETTER — COUNSELOR
OFFICE OF RELATIONS WITH SCHOOLS AND COLLEGES
RUTH GONZALES BANDA — ASSISTANT COORDINATOR
STUDENT AFFIRMATIVE ACTION
RHONDA SIMS — COUNSELOR
EDUCATIONAL OPPORTUNITY PROGRAM
PILAR VALLIDO — OUTREACH SUPERVISOR
STUDENT AFFIRMATIVE ACTION

CALIFORNIA STATE UNIVERSITY, FULLERTON (714) 773-2011

VALERIE BORDEAUX — ASSISTANT/OUTREACH COORDINATOR
STUDENT AFFIRMATIVE ACTION
BERNARD MARTINEZ — DIRECTOR
EDUCATIONAL OPPORTUNITY PROGRAM
JEREMIAH MOORE — ASSISTANT DIRECTOR
EDUCATIONAL OPPORTUNITY PROGRAM
MILDRED SCOTT — DIRECTOR OF ADMISSIONS
ACADEMIC AFFAIRS
CONNIE WILBUR — ASSISTANT DIRECTOR
HANDICAPPED STUDENT SERVICES

CALIFORNIA STATE UNIVERSITY, LONG BEACH (213) 498-4111

LEONARD KREUTNER — DIRECTOR
ADMISSIONS AND RECORDS
ALAN NISHIO — ASSISTANT VICE PRESIDENT
STUDENT DEVELOPMENT PROGRAMS
JOHN PARRA — COUNSELOR
EDUCATIONAL OPPORTUNITY PROGRAM
GENEVIEVE RAMIREZ — CORE COORDINATOR
STUDENT AFFIRMATIVE ACTION

CONFERENCE PARTICIPANTS ROSTER

ATTACHMENT A

EUNICE WOODS — DEPUTY ASSOC. VICE PRESIDENT
ACADEMIC AFFAIRS

CALIFORNIA STATE UNIVERSITY, LOS ANGELES (213) 224-0111

DAVID GODOY — DIRECTOR
EDUCATIONAL OPPORTUNITY PROGRAM
JOHN GRAJEDA — COUNSELOR
OFFICE OF RELATIONS WITH SCHOOLS AND COLLEGES
MIRA SINCO — ACTING REGISTRAR
THOMAS VASQUEZ — CORE COORDINATOR
STUDENT AFFIRMATIVE ACTION

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE (818) 885-1200

BELINDA ACUNA — PROJECT DIRECTOR
UPWARD BOUND PROGRAM
MARY ESPINOSA — COUNSELOR
EDUCATIONAL OPPORTUNITY PROGRAM
NORMA FIMBRES — DIRECTOR
EDUCATIONAL OPPORTUNITY PROGRAM
JACQUELINE JACOBS — OUTREACH DIRECTOR
EDUCATIONAL OPPORTUNITY PROGRAM
VIVIAN ROBERTSON — ASSISTANT RETENTION SPECIALIST
STUDENT AFFIRMATIVE ACTION
LUDIM SEJA — OUTREACH COORDINATOR
STUDENT AFFIRMATIVE ACTION
SHIRLENE SOTO — ASSISTANT VICE PROVOST
INSTRUCTION

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA (714) 598-4592

DAVID CLARK — ASSOCIATE DEAN
INSTRUCTION
HARRY JACOBS — DIRECTOR
FINANCIAL AID
SUZANNE MALTBY — ASSOCIATE VICE PRESIDENT
ADMISSIONS AND STUDENT AFFAIRS
LINDA THOMPSON — ASSISTANT TO THE DIRECTOR
OFFICE OF RELATIONS WITH SCHOOLS AND COLLEGES
CHRIS VILLA — ADMISSIONS COORDINATOR
EDUCATIONAL OPPORTUNITY PROGRAM

OFFICE OF THE PRESIDENT, UNIVERSITY OF CALIFORNIA (415) 642-6000

ED APODACA — DIRECTOR
ADMISSIONS AND OUTREACH SERVICES

UNIVERSITY OF CALIFORNIA, DAVIS (916) 752-1011

CONFERENCE PARTICIPANTS ROSTER

ATTACHMENT A

GEORGE SINGH — DIRECTOR
EDUCATIONAL OPPORTUNITY PROGRAM

UNIVERSITY OF CALIFORNIA, IRVINE (714) 856-5011

AUDREY AL-HAMD — ASSISTANT DIRECTOR
SPECIAL SERVICES--DISADVANTAGED STUDENTS
SUSANA CANETT — ACADEMIC ADVISOR
BIOLOGICAL SCIENCES
ROBIN CASSELMAN — ASSISTANT DIRECTOR
EOP/SAA--OUTREACH OFFICE
CHERYL DEARMON — IMMEDIATE OUTREACH COUNSELOR
EOP/SAA--OUTREACH OFFICE
LINDA DOYLE — ADMINISTRATIVE ANALYST
OFFICE OF ACADEMIC AFFAIRS
MASA FUJITANI — ASSOCIATE DIRECTOR
OFFICE OF ADMISSIONS
DENNIS GALLIGANI — ASSISTANT VICE CHANCELLOR
OFFICE OF ACADEMIC AFFAIRS
MANUEL GOMEZ — DIRECTOR
EOP/SAA OUTREACH OFFICE
CATHY GOODMAN — ADMINISTRATIVE ASSISTANT
EOP/SAA--OUTREACH OFFICE
IMELDA HERMOSILLA — EARLY OUTREACH OFFICER
EOP/SAA-OUTREACH, HIGH SCHOOL RELATIONS
JOHN HOLLOWELL — DIRECTOR OF WRITING
UCI WRITING PROJECT
LYDIA LEDESMA — SCHOOL RELATIONS OFFICER
OFFICE OF RELATIONS WITH SCHOOLS AND COLLEGES
JUEL LEE — DIRECTOR
COMMUNITY COLLEGE RELATIONS/ORSC
DENNIS LOPEZ — IMMEDIATE OUTREACH COORDINATOR
EOP/SAA--OUTREACH OFFICE
GEORGE MILLER — LECTURER
BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS REPRESENTATIVE
PRISCILLA PEPKE — STUDENT AFFAIRS OFFICER
SCHOOL OF FINE ARTS
OTTO REYER — DIRECTOR
FINANCIAL AIDS
PATRICIA ROMERO — ASSISTANT DEAN
STUDENT SERVICES, DIRECTOR OF DISABLED STUDENTS SERVICES
RUANN WATSON — ADMISSIONS OFFICER
OFFICE OF ADMISSIONS

UNIVERSITY OF CALIFORNIA, LOS ANGELES (213) 825-4321

EDWARD CONDREN — PROFESSOR
BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS REPRESENTATIVE
ALFRED HERRERA — COUNSELOR
OFFICE OF RELATIONS WITH SCHOOLS AND COLLEGES
VEDA VEACH — ASSISTANT DIRECTOR
OFFICE OF RELATIONS WITH SCHOOLS AND COLLEGES

CONFERENCE PARTICIPANTS ROSTER

ATTACHMENT A

EDUCATIONAL OPPORTUNITY CENTER/UCLA (213) 747-6563

ALFRED BRADLEY	COUNSELOR
DONALD BROSTOFF	COUNSELOR
RAMON CRUZ	DIRECTOR
TONIA REYES	COUNSELOR

UNIVERSITY OF CALIFORNIA, RIVERSIDE (714) 787-1012

ALFREDO FIGUEROA — IMMEDIATE OUTREACH COORDINATOR
EDUCATIONAL OPPORTUNITY PROGRAM/STUDENT AFFIRMATIVE ACTION

BETTY HERNANDEZ — DIRECTOR
EDUCATIONAL OPPORTUNITY PROGRAM/STUDENT AFFIRMATIVE ACTION

ROBERT HERSCHLER — DIRECTOR
ADMISSIONS AND RELATIONS WITH SCHOOLS

UNIVERSITY OF CALIFORNIA, SAN DIEGO (619) 452-2230

WILLIAM STILES — ASSISTANT DIRECTOR
EDUCATIONAL OPPORTUNITY PROGRAM

UNIVERSITY OF CALIFORNIA, SANTA BARBARA (805) 961-2311

CHARLENE AGUILAR — COUNSELOR
OFFICE OF RELATIONS WITH SCHOOLS AND COLLEGES

CONNIE ANDERSON — DIRECTOR
COMMUNITY COLLEGE RELATIONS

AMERICAN COLLEGE TESTING PROGRAM (916) 921-2323

MICHAEL PAPARELLA — WESTERN REGIONAL DIRECTOR
EDUCATIONAL PROGRAMS AND SERVICES

BANNING HIGH SCHOOL (213) 549-7500

PHYLLIS HART	COLLEGE COUNSELOR
HELEN MONIHAN	COORDINATOR

COLLEGE INCENTIVE MAGNET PROGRAM

CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM (213) 498-5387

CONFERENCE PARTICIPANTS ROSTER

ATTACHMENT A

HILDA SOLIS — DIRECTOR

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION (916) 445-1910

BRUCE HAMLETT — CPEC REPRESENTATIVE

MEXICAN AMERICAN LEGAL DEFENSE AND EDUCATION FUND (415) 981-5800

SUSAN BROWN — STAFF ATTORNEY
EDUCATIONAL MATTERS

BENJAMIN LOPEZ — STAFF ATTORNEY

MATHEMATICS ENGINEERING SCIENCE ACHIEVEMENT/ORANGE COUNTY (714) 773-3114

KAYE STONE — DIRECTOR

CALIFORNIA STATE LEGISLATURE, ASSEMBLYWOMAN TERESA HUGHES (916) 445-9431

BILL CHAVEZ — SENIOR CONSULTANT
ASSEMBLY COMMITTEE ON EDUCATION

NOTE: Mail labels for this computer-generated participant roster are available for use in organizing future intersegmental conferences through the EOP/SAA Outreach Office at UCI.

ATTACHMENT B

INTERSEGMENTAL CONFERENCE: A Focus on the Community College Transfer Student

University Center, Heritage Room
University of California, Irvine
October 27, 1983

AGENDA

9:00 Registration

9:30 Welcome - Dennis Galligani
Assistant Vice Chancellor, Academic Affairs
Office of Academic Affairs, UCI

9:35 Update on Project ACCESS:
Action for Community College Enhancement of Student Success
Glenna Scheer, Assistant Director, Student Services
Los Angeles Community College District

Goals for Group Discussions:

1. Coordinated Outreach Efforts
2. Faculty Interchange
3. Community College "Transfer Centers"
4. Calendar for Intersegmental Activities
5. Shared Human Resources
6. Computerized Articulation Model with UCI/LAHC

10:10 Mexican American Legal Defense and Education Fund (MALDEF)
Susan Brown, Education Staff Attorney

10:20 Segmental Perspectives on Transfer Students

Panel Members:

Del Anderson, Moderator, Dean of Students
Los Angeles Harbor College

Ed Apodaca, Coordinator, Admissions & Outreach Services,
UC Office of the President

Juan Cruz, Student Services
CCC Chancellor's Office

Bruce Hamlett, California Postsecondary Education Commission

Charles Lindahl, Student Affairs
CSU Office of the Chancellor

Bill Chavez, Senior Consultant to Assemblywoman Teresa Hughes

10:50 Break

11:00 Session I - Group Discussions

1) Special Programs
Co-facilitators: Tomas Vasquez, CSULA; Rudy Valles, ELAC
Recorder: David Follosco, LAMC

2) Financial Resources in the Transfer Process
Co-facilitators: Otto Reyer, UCI; Gaston Green, LAVC; Harry Jacobs, Cal Poly Pomona
Recorder: Dennis Lopez, UCI

ATTACHMENT B

3) Outreach/Counseling Services
Co-facilitators: Alan Nishio, CSULB; Del Anderson, LAHC
Recorder: Steven Sachs, LATTC

4) Faculty Forum: Issues in Instruction
Co-facilitators: George Miller, UCI; Noel Korn, ELAC
Recorder: Joan Dawson, LAHC

5) Admissions Processes
Co-facilitators: Juel Lee, UCI; Jess Craig, LASC; Polly Gartska, LASC
Recorder: Carlos Nava, LAMC

12:00 Lunch (Buffet Style, UC Host)

1:00 Informal Exchanges

[Session I Co-facilitators and Recorders Prepare Reports]

1:30 Session II - Plenary Session

Reports from Discussion Groups

2:20 Summatory Remarks- Segmental Panel

Connie Anderson - Coordinator, Community College Relations
University of California, Santa Barbara

Phyllis Hart, College Advisor
Helen Monihan, Director of College Core Curriculum
Banning High School

Del Anderson, Dean of Students
Los Angeles Harbor College

Eric Gravenberg, Associate Dean of Student Affirmative Action
California State University

3:00 Adjournment

Special Thanks To The Intersegmental Planning Committee.

Robin Casselman, Los Angeles Community College District [LACCD]
Joan Dawson, Los Angeles Harbor College [LAHC]
Norma Fimbres, Cal State Northridge [CSUN]
Manuel Gomez, UC Irvine [UCI]
Clela Hoggatt, Los Angeles Mission College [LAMC]
Phyllis Howard, Los Angeles Southwest College [LASC]
Juel Lee, UC Irvine [UCI]
Luis Rosas, Los Angeles Harbor College [LAHC]
Glenna Scheer, Los Angeles Community College District [LACCD]
Hilda Solis, California Student Opportunity & Access Program [Cal-SOAP]
Rudy Valles, East Los Angeles College [ELAC]
Tomas Vasquez, Cal State Los Angeles [CSULA]
Gloria Verdugo, Los Angeles Trade Technical College [LATTC]

ATTACHMENT C

**Mexican American
Legal Defense
and Educational Fund**

MALDEF

PETITION TO INCREASE MINORITY TRANSFER FROM
COMMUNITY COLLEGES TO STATE FOUR YEAR SCHOOLS

Petitioners: MALDEF, PUBLIC ADVOCATES, SACRAMENTO URBAN LEAGUE

EXECUTIVE SUMMARY

1. By this administrative action, Petitioners seek the development and implementation of a joint policy by each of the three segments of higher education in California to alleviate the concentration of Blacks and Chicanos in California's two year community colleges and to insure the development and implementation of specific measures aimed at increasing the population of minority students transferring from two year colleges to the University of California and the California State University.

2. Petitioners Propose the Following Remedies to Improve Transfer

A. Mandate that upon enrolling all incoming community college freshmen consult with counselors trained in career and transfer counseling, as well as all aspects of financial aid planning.

B. Mandate complete disclosure of transfer information at the community colleges as a requisite for continued accreditation. Such disclosure would include, but not be limited to: clear information on "general education" and "general breadth" requirements, and the distinction between the two; information on all transfer requirements to the University of California and the California State University campuses, not merely those in close proximity to a specific community college; information about the different requirements a transfer student must meet; general campus requisites, departmental requirements, and major subject requisites; development of master transfer program lists which include all, not selected, majors; and information in each community college catalogue about where to seek additional transfer information.

C. Establish a mandatory transfer system between the community colleges and the four year schools upon a student's satisfactory compliance with transfer requirements, as disclosed above. Articulation agreements would become mandatory rather than voluntary.

D. Establish a transfer center at each community college where students will be able to obtain transfer and financial aid information in addition to that set out in the catalogues.

E. Establish a mandatory system whereby potential transfer students may have their transcripts and credentials evaluated for articulation prior to the actual transfer and on a periodic basis, as necessary.

F. Ensure uniformity in course numbering systems whereby courses in the 100 series would not be transferable to four year schools, those in the 200 series would transfer to the CSUC system, and those in the 300 series would be acceptable at the University of California. Courses transferable to both four year institutions, for example, would carry two course numbers.

G. Ensure greater uniformity in course content among community colleges based on systematic academic performance standards.

H. Strengthen academic preparation of community college students for transfer.

I. Identify the 25 community colleges with the highest percentages of Black and Chicano students and target specific remedial transfer programs toward those schools.

J. Establish a Board to oversee increasing transfer from the community colleges to the UC and the CSUC. The Board will contain representatives from Petitioner and Respondent groups.

National Office
28 Geary Street
San Francisco, CA 94108
(415) 981-5800

Regional Offices
343 South Dearborn Street
Suite 910
Chicago, IL 60604
(312) 427-0883

250 W. Fourteenth Avenue
Suite 308
Denver, CO 80204
(303) 893-1893

1636 West Eighth Street
Suite 319
Los Angeles, CA 90017
(213) 383-6952

517 Petroleum Commerce Bldg
201 North St. Mary's Street
San Antonio, TX 78205
(512) 224-5476

1701 18th Street, N.W.
Washington, D.C. 20009
(202) 393-5111

Contributions Are Deductible for US Income Tax Purposes

ATTACHMENT D

NOTES FROM THE MAY 26, 1983, MEETING

Los Angeles Harbor College

Special Presentation of the LACCD's Program
for Recruitment/Retention/and Transfer
in regards to

INCREASED INTERSEGMENTAL COORDINATION

James L. Heinselman, President of Los Angeles Harbor College, and Chair of the Pilot Transfer Committee, opened this meeting of respondents from local four-year institutions and the campuses of the Los Angeles Community College District (LACCD). Offices represented included the following:

UC and CSUC:	Systemwide
	Educational Opportunity Program
	Office of Relations with Schools and Colleges
	Student Affirmative Action
	Special Services-Disadvantaged Students
	Women's/Adult Re-Entry Programs
LACCD:	Educational Opportunity Programs & Services
	Handicapped Student Services
	Counseling
	Student Services

Interested administrators and faculty also attended. (See attendance roster attached.)

Heinselman briefly described this program as one that affords students the chance to succeed by helping them identify their goals and determine their strengths, weaknesses and areas to improve. The focus is on new student orientation and assessment, proper course placement, and timely counseling intervention. The program also facilitates the coordination of transfer efforts between the LACCD and local four-year institutions by sponsoring such meetings as this.

One element of the program is Project ASSET: Assessment of Skills for Successful Entry and Transfer, which involves utilization of a basic skills assessment package developed by the American College Testing (ACT) Program. Orientation/assessment is mandatory for all first-time students, full or part-time, at three colleges--Los Angeles Harbor, Mission and Trade-Technical Colleges--and will be implemented by three new colleges in the Fall--East Los Angeles, Pierce, and Southwest Colleges.

Results of assessment provide the basis for course planning for students and follow-up by counselors. Douglas Barker, ACT Western Regional Director, remarked that ACT's partnership with the LACCD in development of Project ASSET is only the beginning of their national efforts to assist in enhancing the student's chances of success.

Glenna Scheer, the coordinator of this program through the High School and College Relations--Outreach unit of the District Office of Student Services,

reported positive results. Students are receiving information they would not have otherwise and are receiving it sooner; there is a higher re-enrollment rate for students in the program than for those who were not; and an increase occurred in students completing units and taking reading and writing classes. Also, the colleges are gaining more prestige, and counselors are able to be more effective and responsive to student needs.

Scheer next presented the data processing elements of the program that allow identification of community college students with transfer intent and potential. Through input of the ASSET "Educational Planning Form" data into the computer tracking system, for those students who have signed the "release" statement, lists with mail labels will be available to other postsecondary institutions to contact these students about educational opportunities. (See attached.)

The group was then directed to move into discussion groups organized around the three geographical regions served by the LACCD--the "Valley," the "City," and the "Ocean." LACCD personnel from these regions were joined by staff from the four-year colleges and universities.

Two questions directed the group discussions: What can the community colleges do to make it more efficient for their students to receive university information and services? What can the universities do to assist in increasing the transfer and retention of these students?

SUMMARY OF NOTES FROM REGIONAL GROUP DISCUSSIONS

First, it was understood that cooperation and openness between two-year and four-year schools are essential for the benefit of the student. Two-way communication and sharing must characterize the relationship. Much of the discussion focused on five categories of needs/issues that will positively affect smoother transition:

1. Identified Liaison. For both the LACCD campuses and the universities, there is the need for an identified liaison person on each campus who can refer inquiries to the proper person.

2. Coordinated Recruitment Efforts. There is the need for early identification of potential community college transfer students to facilitate their contact by senior institutions. It was suggested that we need answers to these two questions: What does the average community college student know about the four-year college? What does the recruiter from the four-year college know about the community college transfer student?

   The responsibility of the community colleges to inform students of transfer options as well as career programs was acknowledged. And the need for senior institutions to recognize the diversity of community college students (ESL, minority, etc.) and to encourage transfer by better orientation to the four-year college--to reduce the fears of the transfer student--was discussed.

3. Transfer Centers. To help students obtain adequate information about transfer options, there should be a designated location, a "Transfer Center," at each community college.

   It was suggested that information about the center, its available hours, and the person to contact could be forwarded to the four-year institutions.

They could then send representatives to meet with students by appointment or on a drop-in basis, to leave campus newspapers, tickets, tour notices, event posters, etc.

The need for a facilitator for information sent to and from community colleges/universities was again stressed. A clearly established liaison at each of the LACCD campuses could provide assistance in getting notices to students and in reaching the faculty, eg., for delivering information or for scheduling class presentations.

It was recommended that transfer centers could be staffed by community college counselors, interns from four-year schools, student affirmative action personnel, or peer advisors. Peer advisors could receive training at the community colleges or possibly at the neighboring four-year institutions. Such programs as UC Irvine's PCATS, Peer Counseling and Academic Trainin Symposium, being developed by the EOP/SAA office, were noted. Training programs could be set up during the summer or one weekends so as not to interfere with class schedules or the busy Fall registration period.

4. Better Alignment of Student Services. Several activities were proposed to effect a better alignment of student services between the community colleges and the senior institutions. A smoother transition to Financial Aid and EOP is desirable.

   a. Regular meetings between persons involved in financial aid administration at the community colleges and universities could occur.
   b. Liaison relationships could be established between counselors at the community colleges and at the universities to help bridge any gap in understanding and to acquaint each other with necessary information.
   c. Further intersegmental workshops and conferences should be scheduled to continue to develop coordination.

5. Faculty Exchanges. In the same mode, faculty to faculty/department to department exchanges between the community colleges and the universities could be arranged. Common problems such as course competencies and the changing job market could be discussed.

   This contact would help members on both levels to have accurate, up-to-date information on academic and career programs and all available resources to students. Department representatives from the four-year schools could be invited to speak in community college classrooms or with select groups of students/parents at arranged meetings.

After the regional group discussion period, the group met as a whole to summarize their findings. Commitments to action included the LACCD's early identification of potential community college transfer students with subsequent production of computer-generated lists and mail labels; preparation of a directory of LACCD administrators for dissemination to senior institutions after District re-organization July, 1983; and work towards establishment of Transfer Centers on all nine campuses.

There was general agreement on the need for continued discussion. Invitations to the the next intersegmental coordination meeting will be directed to all present.

ATTACHMENT D

ATTENDANCE ROSTER

Intersegmental Coordination Meeting, May 26, 1983

University of California

IRVINE:	Manuel Gomez, Director, EOP/SAA--Outreach Juel Lee, Director, Community College Relations Lydia Ledesma, Assistant Officer, Relations with Schools Audrey Al-Hamd, Counselor, Special Services-Disadvantaged Students
LOS ANGELES:	Alfred Herrera, Counselor, Relations with Schools
SAN DIEGO:	William Stiles, Assistant Director, EOP
SANTA BARBARA:	Charlene Aguilar, Counselor, Relations with Schools

California State Universities and Colleges

SYSTEMWIDE:	Esteban Soriano, Associate Dean, SAA Stephanie Adams, Associate Dean, Relations with Schools and Colleges
DOMINGUEZ HILLS:	Hector Madrigal, Counselor, EOP JoAnne Fetter, Counselor, Relations with Schools Martha Lara, Graduate Outreach Counselor, SAA Pilar Vallido, Outreach Supervisor, SAA
FULLERTON:	Elizabeth Cipres, Admissions Counselor Valerie Bordeaux, Assistant/Outreach Coordinator, SAA Josephine Ortega, Outreach Assistant, SAA
LONG BEACH:	Irma Archuleta, Outreach Coordinator, EOP Jo Shields, Outreach Coordinator, SAA
LOS ANGELES:	David Godoy, Director, EOP George Bachman, Coordinator, Relations with Schools Guadalupe Anaya, Counselor, Special Services-Disadvantaged Students Thomas Vasquez, CORE Coordinator, SAA Joseph Schmidt, Director, Learning Assistance Resource Center Rodolfo Arevalo, Associate Vice President, Student Academic Services
NORTHRIDGE:	Norma Fimbres, Director, EOP Jacqueline M. Jacobs, Outreach Director EOP Jose Vargas, Recruiter, EOP Michael Newcomb, Director, Relations with Schools Ludim Seja, Outreach Coordinator, SAA Vivian Robertson, Assistant Retention Specialist, SAA Judy Marquez, Outreach Counselor, SAA Shirlene Soto, Assistant Vice Provost

ATTACHMENT D

California State Universities and Colleges, continued

POMONA:	Al Zamora, Core Outreach Specialist, SAA Linda Thompson, Asst. to Director, Relations with Schools Vicki J. Roth, Assistant to the Director, Admissions and Records, and Co-Director of Women's/Adult Re-Entry Patricia Martenez, Co-Director of Women's/Adult Re-Entry Sherri Risser, Mentor Coordinator, Women's/Adult Re-Entry Dan Wilcox, Disabled Students Services

Los Angeles Community College District

CITY:	Stelle Feuers, President Paul Whalen, Vice-President, Academic Affairs Leigie Henderson, Counselor and Sex Equity Representative August Bissiri, Counselor Chad Woo, Assistant Dean, Handicapped Program
EAST:	Roberto Almanza, Dean of Administration (previously Instruction) David Fisher, Psychology Department Chair Robert Isomoto, Counselor William Silverthorne, Counselor Manuel Ronquillo, Counselor (now at Trade-Tech) Ralph J. Luna, EOPS Counselor
HARBOR:	James L. Heinselman, President Jack Smith, Vice President, Academic Affairs Del Anderson, Dean of Student Services Frank Quiambao, Dean of Administration (previously Students) Jesse Flores, Counseling Chair Joan Dawson, Communications Division Chairperson Muriel Blatt, Instructor, Learning Assistance Center Jeanne Landis, Institutional Research
MISSION:	Irving Weinstein, Dean, Academic Affairs David Follosco, Assistant Dean, Financial Aid Gerald Scheib, President of the Academic Senate
SOUTHWEST:	Barbara Robinson, Counselor, Relations with Schools Polly Gartska, Transfer Counselor Augustine Geoghagen, Counselor Artie F. Bates, Counselor Michael Afflalo, EOP&S--Care Program Kenneth Key, EOP&S Counselor Janice Lee, Counselor, Special Programs
TRADE-TECHNICAL:	Ned Doffoney, Assistant Dean, Financial Aid Charlesetta Simpkins, Assistant Dean, EOP&S Ralph Tayloe, Dean of Instruction Gloria Verdugo, Counselor Reynaldo Garay, Dean, Student Services Eve Madigan, Counselor, Equity Re-Entry Center Chini Johnson, Coordinator, Career Center
WEST:	Mary Jo Reid, Dean, Satellite/Community Services (Instruction)
VALLEY:	Lois Lewis, Dean of Instruction

ATTACHMENT D

Los Angeles Community College District, continued

ADMINISTRATIVE OFFICES:

Darlene Battle, Public Information Officer
Mae Seidner, Assistant Director, High School and College Relations--Articulation
Stuart Wilcox, Research Analyst, Educational Planning and Resource Development
Glenna Scheer, Assistant Director, High School and College Relations--Outreach
Robin Casselman, Research Analyst, Student Services

Other Guests

Douglas Barker, ACT Western Regional Director

ATTACHMENT D

ASSET Educational Planning Form

BACKGROUND AND PLANS SUMMARY

Keep the gold copy of this form with you during your attendance at the institution.

Today's date

(Please print)

NAME OF CAMPUS _____

1. NAME _____ (Last) _____ (First) _____ (MI (maiden))

Address _____

City _____ State _____ Zip Code _____

Student number/Social Security number _____ Area code/ Telephone number _____

2. DATE OF BIRTH Month ____ Day ____ Year ____

3. SEX ☐ Female ☐ Male **4. VETERAN** ☐ Yes ☐ No

5. ETHNIC BACKGROUND (Optional)

- ☐ 1. Black/Afro American
- ☐ 2. Chicano/Hispanic/ Mexican-American
- ☐ 3. White/Caucasian
- ☐ 4. Asian/Pacific Islander
- ☐ 5. American Indian/ Alaskan Native
- ☐ 6. Filipino
- ☐ 7. Other
- ☐ 8. Prefer not to respond

6. IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE? ☐ Yes ☐ No

7. TYPE OF HIGH SCHOOL CERTIFICATE

- ☐ 1. H.S. Diploma — Month ____ Year ____
- ☐ 2. GED
- ☐ 3. Proficiency Exam
- ☐ 4. Cert. of Completion
- ☐ 5. Foreign Secondary
- ☐ 6. Not a H.S. Graduate
- ☐ 7. Still in High School

Name of high school _____ City _____ State _____ Last date attended _____

8. NUMBER OF PREVIOUS COLLEGE UNITS EARNED

____ None ____ Quarter units ____ Semester units

9. HIGHEST COLLEGE DEGREE OR CERTIFICATE EARNED

- ☐ 1. No degree at this time
- ☐ 2. Certificate
- ☐ 3. Associate Degree
- ☐ 4. Bachelor's Degree
- ☐ 5. Master's Degree or beyond
- ☐ 6. Other _____

Last college attended _____ Last date attended _____

10. COURSES COMPLETED AND GRADES EARNED

	High School		After High School	
	Number of years studied	Last letter grade received	Number of years studied	Last letter grade received
English				
Business Math				
Algebra				
Calculus				
Science				
Foreign Language				
Business/Vocational				

11. ENROLLMENT PLANS

- ☐ 1. Winter 19____
- ☐ 2. Spring 19____
- ☐ 3. Summer 19____
- ☐ 4. Fall 19____

- ☐ 1. Full-time (12 units or more)
- ☐ 2. Part-time

- ☐ 1. Day
- ☐ 2. Evening
- ☐ 3. Day and Evening

12. CAREER GOAL _____ (Type of work or name of occupation) _____ (Interest Region from ACT, CPP VIESA)

13. HOW SURE ARE YOU OF YOUR CHOICE IN NUMBER 12?

☐ Very sure ☐ Fairly sure ☐ Not sure

14. EDUCATIONAL PROGRAM OR MAJOR (see list provided)

Choice #1 _____ Code ____

Choice #2 _____ Code ____

15. HOW SURE ARE YOU OF YOUR CHOICES IN NUMBER 14?

☐ Very sure ☐ Fairly sure ☐ Not sure

16. EMPLOYMENT HOURS PLANNED WHILE ENROLLED

- ☐ 1. None
- ☐ 2. 1-10 hours/week
- ☐ 3. 11-15 hours/week
- ☐ 4. 16-20 hours/week
- ☐ 5. 21-30 hours/week
- ☐ 6. 31 or more

17. AMOUNT OF EDUCATION PLANNED

- ☐ 1. Four-year college degree
- ☐ 2. Two-year college degree
- ☐ 3. One- to two-year certificate program
- ☐ 4. Classes only; no certificate or degree
- ☐ 5. Graduate or professional study beyond four-year degree

18. CONSIDERING OR PLANNING TO TRANSFER TO ANOTHER SCHOOL LATER?

- ☐ 1. A two-year college
- ☐ 2. A four-year college or university
- ☐ 3. Other type of institution
- ☐ 4. Not planning to transfer
- ☐ 5. Undecided about transfer

Name of institution being considered _____

19. WOULD LIKE HELP WITH

	Yes	Maybe	No
1. Financing education	☐	☐	☐
2. Finding employment	☐	☐	☐
3. Day care information	☐	☐	☐
4. Physical disability	☐	☐	☐
5. Health problem	☐	☐	☐
6. Commuter information	☐	☐	☐
7. Choosing major/career	☐	☐	☐
8. Reading skills	☐	☐	☐
9. Study skills	☐	☐	☐
10. Writing skills	☐	☐	☐
11. Math skills	☐	☐	☐
12. Work experience credit	☐	☐	☐
13. Other _____ (please describe)	☐	☐	☐

20. MOST IMPORTANT REASON FOR ATTENDING THIS SEMESTER? (Check one only.)

- ☐ 1. Learn skills to get new job
- ☐ 2. Learn skills to advance in job
- ☐ 3. Transfer to four-year college
- ☐ 4. Satisfy general education requirements
- ☐ 5. Improve basic skills in English, reading or math
- ☐ 6. Take courses for personal interest
- ☐ 7. Other

21. PLAN TO EARN CERTIFICATE OR TWO-YEAR DEGREE? (Check one only.)

- ☐ 1. Yes, AA or AS degree
- ☐ 2. Yes, occupational certificate
- ☐ 3. No

SKILLS ASSESSMENT SUMMARY

		Number Correct
AREA SKILLS	1. Language Usage	
	2. Reading	
	3. Numerical	
ADVANCED SKILLS	4. Elementary Algebra	
	5. Intermediate Algebra	
	6. College Algebra	
	7. Advanced Language Usage	
ADDITIONAL SKILLS	8. Clerical Speed/Accuracy	
	9. Mechanical Reasoning	
	10. Space Relations	

COURSE RECOMMENDATIONS

Area	Institution Recommendations Dept./Number	Course Name	Student's Plan Dept./Number	Course Name
English/Writing/ Communications				
Reading				
Mathematics				
Additional Courses				

Student Signature _____ Counselor-Advisor Name and Code _____ Telephone Number _____ Date _____

☐ Yes ☐ No I hereby authorize release of this information to other postsecondary institutions, so they may contact me about their educational programs and related opportunities.

WHITE—Institution CANARY—Institution PINK—Counselor-Advisor GOLD—Student

© 1983 by The American College Testing Program. All rights reserved.

1908/073

ATTACHMENT E

The Ford Foundation
Urban Community College
Transfer Opportunities Program

First Stage Grantees
September 1983

ATTACHMENT E

Following is a list of the colleges receiving $25,000 grants and brief descriptions of the projects that will be supported.

BIRMINGHAM, ALABAMA

Lawson State Community College (Jesse J. Lewis, president) will strengthen the core curriculum of selected associate degree programs to improve students' ability to transfer to four-years colleges, and enhance communications with feeder high schools.

PHOENIX, ARIZONA

South Mountain Community College (Raul Cardenas, president) will provide new students with the information they need to begin college-level studies, to encourage their academic and personal growth while at South Mountain, and to facilitate the transfer of those who wish to continue through four years, the college has devised a three-stage project.

The first is a college orientation program, a two-week session for some forty entering students prior to the beginning of the spring semester. The program will include descriptions of the demands that will be placed upon them by the college, familiarization with the college's facilities and resources, and individual counseling.

A faculty mentor program will pair a maximum of five students with each participating faculty member. Meeting students individually and in groups, mentors will provide continuing personal and academic support and try to resolve any problems before they become severe.

A university orientation program will provide a two-week introduction to Arizona State University for likely transfer candidates. It will include tours of university facilities, seminars on the management of time and personal finances, contact with financial aid personnel, and a credit course, entitled University Adjustment and Survival, taught at South Mountain by a university faculty member.

COMPTON, CALIFORNIA

Compton Community College (Abel B. Sykes, Jr. president) will recruit seventy-five students the first year--fifty juniors and seniors from local nigh schools, the remainder from Compton. Qualified high school students in California may begin to accumulate college degree credits during their final two years. For these students ACCT (Access for Commnity College Transfers) will offer a core curriculum after regular school hours. For Compton students tne program will include literature, history, economics, the social sciences, mathematics, science, art, drama, music, and languages. For both groups ACCT will provide workshops on college/university life and support services, research methods and library use, study techniques, and the mechanics of the transfer process, Academic, personal, and financial counseling sessions will be regularly scheduled. Throughout the program, close liaison will be maintained among faculty and counselors at the high schools, Compton, and the four-year colleges and universities.

LOS ANGELES, CALIFORNIA

Los Angeles City College (Stelle Feuers, president) will team instructors from different disciplines with counselors familiar with student assessment, guidance, and evaluation. The aim is to tie individual guidance to skills training within academic courses.

Los Angeles Harbor College (James Heinselman, president) will use a new student skills assessment tool, developed by American College Testing, Inc., to select transfer students and give them intensive counseling about the educational options open to them.

Los Angeles Mission College (Lowell Erickson, president) will train college alumni, who have successfully transferred, to serve as tutors and peer advisors to a pilot group of fifty minority students intending to continue their studies.

West Los Angeles College (Jack Fujimoto, president) will bring in honor students from the University of California at Los Angeles as tutors for its students, and West Los Angeles students will provide the same service for students at three ethnically diverse feeder high schools.

OAKLAND, CALIFORNIA

Laney Community College (Odell Johnson, president) will create a student transfer program that will enable students to take one course at either the University of California (Berkeley) or California State University (Hayward) while at Laney.

SACRAMENTO, CALIFORNIA

Sacramento City College (Douglas W. Burris, president) will provide individual course plans and counseling for older, part-time students who may not be aware of transfer opportunities.

SAN DIEGO, CALIFORNIA

San Diego City College (Allen J. Repashy, president) will organize workshops to improve study skills among potential transfer students and increase their awareness of career options. It will also provide joint staff development activities for faculty and counseling personnel from the college and receiving four-year colleges.

MIAMI, FLORIDA

Miami-Dade Community College (Robert H. McCabe, president) will establish a computer system for continuous feedback from students who have already transferred to four-year institutions. The information will enable the college to improve students' preparedness for upper-division studies.

ATTACHMENT E

HONOLULU, HAWAII

Honolulu Community College (Peter R. Kessinger, president) will establish a formal transfer agreement with the College of Engineering at the University of Hawaii (Manoa) that will serve as a model for agreements with other professional schools.

EAST ST. LOUIS, ILLINOIS

State Community College (Rosetta D. Wheadon, president) will enable students to enroll in one course and participate in an internship program at Southern Illinois University to increase their awareness of new technologies essential to academic and career success.

LOUISVILLE, KENTUCKY

Jefferson Community College (Ronald J. Horvath, president) will launch a comprehensive transfer support system, including a sixteen-week course to orient students toward baccalaureate opportunities and follow-up counseling of graduates who have transferred to local senior colleges.

BALTIMORE, MARYLAND

Community College of Baltimore (Charles G. Tildon, Jr., president) will develop an Arts and Sciences transfer program extending from four feeder high schools through the community college to four receiving four-year colleges.

BOSTON, MASSACHUSETTS

Roxbury Community College (Brunetta R. Wolfman, president) will develop a transfer opportunities course, establish transfer agreements with three private four-year colleges, and expand support services for potential transfer students.

DETROIT, MICHIGAN

Highland Park Community College (Chrystine R. Shack, president) will conduct intensive recruiting among local high schools and then try to identify their potential for senior college work during their first few weeks at Highland.

NEW YORK, NEW YORK

Bronx Community College (Roscoe C. Brown, Jr., president) will provide transfer information to all students, whether or not they declare an interest in completing a four-year degree, and adapt an existing remedial skills program to meet the academic needs of those wishing to transfer.

Hostos Community College (Flora Mancuso-Edwards, president) will establish a program whereby students interested in transferring to four-year colleges pass through specified checkpoints before proceeding with their education and will provide additional academic and support services tailored to their needs.

LaGuardia Community College (Joseph Shenker, president) will develop a comprehensive transfer information package; engage the corporate community in advising and motivating potential transfer students; and establish a transfer agreement with Vassar College.

CLEVELAND, OHIO

Cuyahoga Community College (Metropolitan Campus) (Curtis F. Jefferson, provost) is planning a wide-ranging project that will eventually provide students with a curriculum "ladder" from the ninth grade through the baccalaureate degree. The project is targeted to the public and private secondary schools in the Cleveland and Northern Ohio area from which the Metropolitan Campus draws its students and to the four-year colleges and universities in the region to which Metropolitan students tend to transfer.

PHILADELPHIA, PENNSYLVANIA

Community College of Philadelphia (Judith S. Eaton, president) The new program is projected as a two-year transfer program. The first year will include two semesters, one emphasizing the social sciences, the other the humanities, close monitoring by multidisciplinary faculty teams, and intensive counseling of students. Courses will be presented in integrated clusters and will combine a mix of large lectures and small discussion groups. Writing will be required "across the curriculum."

HOUSTON, TEXAS

Houston Community College (J. B. Whiteley, president) will create a minority student transfer program for 100 students, focusing on academic and career counseling, financial assistance and support services, and information on coordination of activities with the University of Houston.

RICHMOND, VIRGINIA

J. Sargeant Reynolds Community College (S. A. Burnette, president) will establish an alumni support network for students intending to transfer to a senior institution. The alumni will work with faculty and administrators at Virginia Commonwealth University, to which many Reynolds' students transfer.

###

ATTACHMENT F

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Transfer Cooperative Agreement

The following provisions have been developed to serve as a guide to participating institutions:

1. To begin a phase in of community college students to Cal State Los Angeles, an introduction to its faculty and curriculum can be facilitated by directing more information to students regarding the CSULA courses offered at Los Angeles City College. If such a program does not exist, CSULA will initiate a meeting with the respective Dean of Instruction to explore its possibility and provide concurrent enrollment for community college students.

2. Under present California Education Code Title V and EOP regulations, EOPS students do not have guaranteed admission to EOP. In order to continue a supportive environment for EOPS students, Cal State Los Angeles EOP will seek to enroll a higher percentage of EOPS students and provide:

   a. Basic Skills Testing
   b. Tutoring and Learning Assistance
   c. EOP Grants up to $1,000 per academic year
   d. Personal and Academic Advisement

3. The Student Affirmative Action Program in coordination with the Counseling Center and EOPS Office at Los Angeles City College will provide:

   a. Campus tours of CSULA for community college students. The tour will include transportation; a tour of the campus facility; departmental presentations when possible, a visit to the offices of support services and when funds are available, lunch or refreshments will be provided.

   b. Credit summaries by Messrs. Tomas Vasquez and Jaime Arevalo as authorized by CSULA to community college students who are potential CSULA applicants and have a minimum of 35 completed units. This service will be tentative admission for the student based on accuracy of student records at time of analysis, completion of CSULA requirements and final review of official documents by CSULA.

ATTACHMENT F

4. The EOPS Program at Los Angeles City College agrees in principle to assist and increase the information and matriculation of community college students in conjunction with California State University, Los Angeles. To insure the contact with community college students, EOPS office will:

   a. Provide a listing of EOPS students who have shown an interest in continuing their education in a four year postsecondary education institution, such as Cal State Los Angeles.

   b. Schedule appointments between EOPS students and CORE SAA/EOP staff for the purpose of pre-orientation to CSULA and summary of academic credits.

   c. Coordinate with the counseling center and schedule groups of potential applicants by departmental or major interests for CSULA Faculty presentations. Students prior to being put on this list would be advised of all the opportunities available in higher education. This is to occur as the student is recruited into the EOPS Program.

   d. EOPS will arrange space for a representative from Cal State Los Angeles for the purpose of providing information and advisement to EOPS students.

   e. Will assist all potential transfers with the completion of their financial aid application and provide follow-up for the completion of their CSULA admission application.

   f. Will monitor the academic progress of all EOPS/CSULA transfer track students for the purpose of providing appropriate counseling when necessary.

   g. Will assist CSULA CORE SAA/EOP staff with the scheduling, organizing and supervision of EOPS student tours to CSULA per pre-arranged and mutually determined schedule.

ERIC® CLEARINGHOUSE FOR JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA
JUN 1 1984
8118 Math-Sciences Building
Los Angeles, California 90024